THE USE OF COLLABORATIVE STRATEGIC READING TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION

(A Study on Second Grade Student of MTsN Model Banda Aceh)

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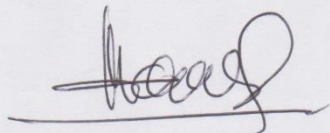
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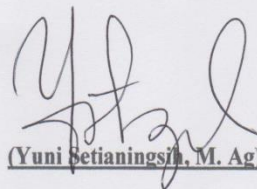Approved by:

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ABSTRACT

English is an international language which used by amount of people in the world. In Indonesia, English has become one of the most important school subjects from elementary school until university which written in the Indonesia's education curriculum. In English, there are four skills that should be mastered. They are: listening, speaking, reading and writing. At second grade of junior high school, students are expected to understand reading text but the reality many students still did not understand the text they read. They sometimes could not find the ideas of the text because they were lack of vocabularies and they did not know the topic of the text. Based on the importance of reading skills which should be mastered by the students, teacher should use an appropiate method to improve student's reading comprehension to help them achieving the goals of studying. The writer suggests to use Collaborative Strategic Reading tehnique to improve students' reading comprehension. The research questions of this study are: "is Collaborative Strategic Reading technique really effective to improve students' reading comprehension?" and "what are the obstacles in applying Collaborative Strategic Reading technique to enhance students' reading comprehension?". This research was experimental research which use one class as an experimental class. The population of this research was all of second grade student of MTsN Model Banda Aceh and the sample was class VIII-11. Some techniques were used in obtaining the data: test (pre-test and post-test) and questionnaire. Pre-test was given at the beginning of teaching reading while the pos-test and questionnaire gave at the last meeting. The writer analyzed the data to find out the mean scores of students. The mean scores of the students in pre-test was 64, while in pos-test the score was 86. It can be concluded that Collaborative Strategic Reading technique was effective to enhace students' reading comprehension. In addition, the writer also find out there are some obstacles of students in applying Collaborative Strategic Reading technique such as lack of vocabularies and difficult to write the text by using their own words. In conclusion, Collaborative Strategic Reading technique consists of four strategies, there are: Preview, Click and Clunck, Get the Gist and Wrap Up which help students to understand about the reading text and students also have to master more vocabularies.

CHAPTER I

INTRODUCTION

A. Background of Study

English is an international language which used by amount of people in the world. A great number of people in the world use it as a formal language for education, law, and the other fields. Nowadays, almost everyone learns English. Especially in Indonesia, as one of the developing countries which English is used as a foreign language, English has become one of the most important school subjects from elementary school until university which written in the Indonesia's education curriculum.

In Indonesia, the goverment always revises the curriculum and changes it into different names. The latest curriculum which was announced at 2013 is curriculum 2013. Hermawati Syarif (2013) explains materials learned are stressed on language competence as a means for communicating ideas and knowledge, learners are trained to read and comprehend the text presented, summarize, and present it with their own words. Learners are not trained to arrange texts systematically, logically, and effectively through continuous exercises. On this curriculum, learners are also introduced the suitable rules of texts to avoid confusion in the process of arranging text (based on situation and condition: who, what and where). Besides that, learners are made use of to express themselves and their knowledge using spontaneous good language because the essentials of curriculum 2013 are every subject supports all competencies (attitude, skill and

knowledge) where subject is designed tied one and another and it has basic competence which is tied by the core competence of each class. Instructional activities of all subjects have the same approach, that is scientific through observing, questioning, associating, experimenting, and networking. But, not the whole schools in Indonesia use curriculum 2013 such as MtsN Model Banda Aceh. This situation will affect students' achievement.

According to Yuli Prihastiwi (2013), in English, there are four skills that should be mastered. They are: listening, speaking, reading, and writing. Based on the importance of reading skills in teaching-learning process, Indonesian government provides basic competency and standard competency which have to be reached by a teacher.

Reading is one of the four language skills taught in the school and a crucial subject to be taught. The main purposes of reading are to help students understand a text and to get the information from the text they have read. To increase students' knowledge, students need to read more because it is an effective way to get knowledge. The students can read anything interesting for them such as audio book, bulletin, on-line clipping service, multimedia referencing work, post sending, and the materials from abroad (Hernowo, 2005).

At second grade of junior high school, based on the curriculum 2013 actually students are expected to understand the reading text by themselves without any help from the others based on their level of reading text, but when the writer did the observation at MtsN Model Banda Aceh, many students still did not understand the text given. They sometimes could not find the ideas of the text.

The students are difficult to comprehend the text because they were lack of vocabularies and they also did not know the topic of the text.

To solve those problems in teaching reading, the teacher will use appropiate and interesting methods or techniques which are also suitable for the learners. The writer suggests to use Collaborative Strategic Reading tehnique to improve students' reading comprehension.

The concept of this strategy is engaging students to work in small cooperative groups (3-5) and applying for reading strategies: Preview, Click and Clunk, Get the Gist and Wrap Up. Preview allows students to generate interest and activate background knowledge in order to predict what they will learn. Click and Cluck is self-monitoring strategy which controls their understanding about words, concepts and ideas that they understand or do not understand or need to know more about. Get the Gist is a strategy in which students identify the main ideas from reading to confirm their understanding if information. Wrap up provides student with an oppurtunity to apply metacognitive strategies (plan, monitor and evaluate) for further extend comprehension (Elkaumy, 2004).

Therefore, to enhace students' reading skills, it is important to choose an appropriate method to be applied in giving the material for the students. Based on above consideration, the writer has chosen to discuss one aspect of English teaching learning that deal with reading comprehension, under the title "**The Use of Collaborative Strategic Reading Technique to Improve Students' Reading Comprehension**".

B.   Previous Study

Similar study has been done by Wang (2008) which aimed to examine the effect of CSR on sixth-graders' reading comprehension and learning attitudes. Sixty-two pupils from two intact classes were divided into a control group receiving the traditional teacher-directed reading instruction and an experimental group of CSR instruction in combination with story retelling strategy training for fifteen weeks.

Multiple measures were used in this study. They consisted of a questionnaire of English learning background, pre-test and post-tests of reading comprehension, five post-tests administered after reading stories, a story reading post-test which students had not ever read in the class and a questionnaire of students' attitudes towards the intervention.

This study reveals the effectiveness of Collaborative Strategic Reading technique in fostering students' reading comprehension and understanding of the meaning of the stories and Collaborative Strategic Reading technique also increase sudents' English learning motivation.

C.   Research Questions

To guide this study, the writer investigates research questions as follows:

1. Is Collaborative Strategic Reading (CSR) technique really effective to enhance students' reading comprehension?

2. What are the obstacles in applying Collaborative Strategic Reading (CSR) technique to enhance student's reading comprehension?

D.   Research Aims

The aims of study are:

1. To analyze the effectiveness of Collaborative Strategic Reading technique to enhance students' reading comprehension.

2. To know the obstacles in applying Collaborative Strategic Reading technique.

E.   Significant of Study

This study is expected to be significance as follows:

1. Giving a description about Collaborative Strategic Reading tehnique and its effect towards students' reading comprehension.

2. To prove that Collaborative Strategic Reading tehnique is effective to enhance students' reading comprehension.

3. To show the difficulities in using Collaborative Strategic Reading tehnique.

F.   Research Terminology

In order to have a clear understanding, it is necessary to define some words mentioned in the title. They are technique, Collaborative Strategic Reading, and reading comprehension.

1. Technique

Cliff, Rarael, and Christine (2000) argue that technique refers to the set of detailed operations used in the various stages of the Urban Design process. In addition, Herry Dhand (2008) says that a teaching technique can be taught of as an activity which affects the learner's encoding process, that is, how the learners will

learn the desired information, concept, generalization and/or skills. The technique can be either student-centered such as student-made reports or teacher-centred such as the lecture. They can be active or passive depending on how they are used.

Based on the above consideration, at the teaching-learning process, the teacher should know everything before they are going to teach certain material. In the teaching-learning process there are approach, model, technique and strategy. Approach is a viewpoint about teaching-learning process which produce model as a guide for teacher to use it in the whole classroom at the teaching-learning process. Teacher use model to describe the whole activity which is include the beginning to closing. Then, technique is used as a specific guide for the teacher in the classroom. The aim of technique is to implement the model or method such as to improve students' reading comprehension, Teacher would use four steps which are found in the Collaborative Strategic Reading technique.

2. Collaborative Strategic Reading (CSR)

According to Mohamad Jafre Zainol Abidin and Riswanto (2012), CSR is not only teaching readers with cognitive (top down and bottom up) approach but also teaching readers how to use the strategies metacognitively. CSR provides readers with dual reading approaches simultaneously, bottom up and top down model. In CSR, readers are engaged to generate their pre-existing knowledge by previewing overall look of the text while looking at non linguistics features such as ; charts, pictures and diagrams. Through this process, the readers predict what they will learn from the text. In addition, as mentioned by Grabe (2009), CSR is a promising approach to combined-strategies instruction that draws on both

reciprocal teaching and cooperative learning, and that has been used with both ESL and EFL students.

Collaborative Strategic Reading technique is an appropiate technique to enhance students' reading comprehension because to get the information of the reading text, sometimes the readers have to know the easy and difficult words in the text. The readers have to understand the point of the text, then the readers can make a good paraphrase about the reading text.

3. Reading comprehension

Muhammad Alzu'bi (2015) defines reading comprehension is the process of understanding and constructing meaning from a piece of text. Connected text is any written material involving multiple words that forms thoughts. Phrases, sentences, paragraphs, and so on are examples of connected text that can be read with comprehension.

Then, Jack and Willy (2002) state that, "Reading for comprehension is the primary purpose of reading, even though this sometimes overlooked when students are asked to read overly difficult text. Raising students' awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension.

According to Catherin (2002), reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Comprehension is an active process. Active reading involves interacting with the information or creating

internal dialogue with the material. The reader is expected to be actively engages with the text to construct meaning.

Reading is not only spelling the word but also understanding and comprehending the content of writing, analyzing the information, drawing the conclusion, and determining the main idea in the text. Reading is an activity with a purpose. A person may read in order to gain information or to verify knowledge. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose for reading guides the reader's selection of texts.

Reading comprehension is the process of understanding and constructing meaning from a piece of text. Connected text is any written material involving multiple words that forms coherent thoughts. Phrases, sentences, paragraphs, and so on are examples of connected text that can be read with comprehension. In this research, the writer will use narrative text as reading materials.

4. Improve

In this research, the writer will prove that Collaborative Strategic Reading is an appropiate method to improve students' reading comprehension. Improve means by using this method, students' reading comprehension will enhance. Students will be able to know the material and also will enhance their score at the end of teaching learning proces.

CHAPTER II

LITERATURE REVIEW

A.   Brief Discussion of Reading

Reading is one of skills in English besides speaking, writing and listening. The aim of reading is to make the reader gets the information of the text. If someone wants to get the information which is written in the text, he should know the meaning of the words and also the ideas of the text. By reading something such as newspaper, messages, etc, the reader will know everything. For students, the ability to read will open up new worlds and opportunities. By mastering reading skill, the students will be able to read anything especially in English language by themselves.

Mariane (2000) states that: reading is an interactive process that goes on between the reader and the text. In the process of trying to understand a written text, the reader has to perform a number of stimultaneous tasks, decode the message by recognizing the written signs, interpret the message by assigning meaning to the string of words, and finally, understand what the author's intention was. In this process there are three participants: the writer of text, text and reader.

In addition, Jeremy (1998) says,"Reading is a model of language, reading texts provide opportunities to study language such as; vocabulary, grammar, punctuation and the way to construct sentence, paragraph and text".

Then, reading comprehension is the degree in which the reader understand what she or he reads. Jack and Willy (2002) state that: reading for comprehension

is the primary purpose of reading, even though this sometimes overlooked when students are asked to read overly difficult text. Raising students' awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension.

In addition, reading is also defined as an activity to look at and to understand the meaning of the written on printed work or symbol (Hornby, 2000). It can be inferred that reading generally is an ability to achieve the information. By reading, people can get a lot of knowledge and also broad their knowledge.

According to Abbas Purhousein Gilakjani and Sayadeh Masoumeh Ahmadi, as cited from David (1999) there are seven main purposes of reading:

a. To obtain information for some purposes or because we are curious about some topics.

b. To obtain instructions on how to perform some tasks for our work or daily life (e.g., knowing how an appliance works);

c. To act in play, play a game, do a puzzle;

d. To keep in touch with friends by correspondence or to understand business letters;

e. To know when or where something will take place or what is available;

f. To know what is happening or has happened (as reported in newspapers, magazines, reports);

g. For enjoyment or excitement

Reading is a process which need action as a proof. By reading some materials, the readers get the new vocabularies, understand grammar and also expand the knowledge. The purpose of reading is different for everyone, such as to know something while the other want to obtain information, etc.

B.   Techniques in Teaching Reading

Reading techniques is one of the importannt things that should be known in learning reading. There are various techniques that can be used by the teacher in applying teaching reading in the class. The teacher should apply it based on students' ability. However, the students will be bored if the technique that was used by the teacher is not interesting. Francoise (1981) suggests that three techniques in reading, there are:

1. Sensitizing

Sensitizing means, it is to make the students familiar with unfamiliar word that never heard before and the words that looks complex and apparently obscure sentences for them. Sensitizing has three points that should be known:

a. Inference

Inferring means making use of syntactic, logical and cultural clues to discover the meaning of unknown elements.

b. Understanding relations within the sentence

It means the students should know every word in sentence to make them not misunderstand when reading it.

c. Linking sentences and ideas

In a text, there are not only consisted of sentences but also many ideas which connecting to the sentences that become a text. If the reader does not understand some words in the text, the ideas that the reader wants to get will be lost.

2. Improving reading speed

This technique is used to shorten the time. So reading all the text is not needed; only main ideas of the passage or the crucial information were read. There are many ways to improve reading speed suggested by Ester (2016):

a. Preview the material going to read. Look at main headings, chapter divisions, and other relevant material to develop clues about the structure of the work.

b. Adjust reading speed from the beginning. Slow down and try to comprehend a section of material.

c. Readers can dramatically improve their reading speeds by taking in several words in the line of text at one time (instead of sounding out each word, or focusing on each letter of the word).

d. Another way to improve reading speed is to focus on the key words in the sentences.

e. Use a pacer like a pen or finger as a focal point to draw eye across the line or down the page. A pacer can to help increasing speed and reduce re-reading. A pacer can also help to keep track on reading material.

f. Talk about the reading material. Some raeders find that by talking about their reading with friends or fellow students, they are able to effectively synthesize the material.

g. Determine a reading schedule and also select an appropiate time of the day.

h. Find a reading spot, where interruptions or distractions will not disturb your reading.

i. Practice. The best way to improve reading speed is to practice reading.

3. From skimming to scanning

a. Predicting

Predicting is used to make the reader easier for guessing the reading material coming next with the consisting of many clues in the reading material.

b. Previewing

Unlike predicting, previewing is a very specific reading technique which involves using the table of contents, the appendix, the preface, the chapter and paragraph heading in order to find out where the required information is likely to be.

c. Anticipation

"Before the students start raeding a text, they can always be asked to look for answers to specific questions, this will give an incentive to their reading activity".

d. Skimming and scanning

Skimming and scanning are specific reading techniques necessary for quick and efficient reading. When skimming, the reader go through the reading material quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or the intention of the writer. When scanning, the reader only try to locate specific information and often do not even follow the linearity of the passage to do so. The reader only let his eyes over the text until we find what he is looking for. Skimming is therefore a more through activity which requires an overall view of the text and implies a definite reading competence. Scanning, on the contrary, is far more limited since it only means retrieving what information is relevant to our purpose.

There are so many techniques in reading and also to improve reading speed. Choose an appropiate way to get the aim of the text material and also prepare everthing such as spririt, schemata or physical health before going to read. And in the class at the teaching learning process, to get the goal of teaching reading teacher should use an appropiate method.

C. English Reading at Junior High School

A curriculum in a school context refers to the whole body of knowledge that children acquire in schools (Richards, 2001). *BSNP or Standard of National Education* (2006) defines: "Curriculum is a set of plan and arrangement of objective, content and lesson material, and also manner that is used as the

guidance of learning activities to achieve the aim of education". According to the Content Standart (*BSNP*: 2006), the written competencies that should be acquired by the students of Junior High School cover Short Functional Text, the Genres of Descriptive, Procedure, Recount, Narrative and Report.

While the Spoken Competencies cover Short functional text, Transactional Conversation, Interpersonal Conversation, Monologues. Therefore, all items of *UAN (National Final Examination)* material of English for Junior High School should test all materials in the domain of the English lesson for Junior High School which covers:

1. Discourse competence, meaning competence to understand and/or to produce text, both written and/or spoken which is realized in four language skills: listening, peaking, reading, writing to achieve the Functional level.

2. Competence to understand and to create variety of short functional text and monologue and essay in genre: procedure, descriptive, recount, narrative, and report form.

3. Supporting competence that is Linguistic Competence (grammar, vocabulary, pronounciation, spelling), socio-cultural competence (using idiom, speech act acceptably in variety of communication context), Strategy competence (handling communication problems ins ome ways to maintain the conversation) and Discourse Forming Competence (Discourse marker).

The implementation of the curriculum is different based on the school staff's policy. It refers to the situation of the school such as student, the infrastructure and also the condition of the teacher as a student's guide.

D. Teaching Reading By Using Collaborative Strategic Reading

Collaborative Strategic Reading is a reading comprehension strategy which engages students of various reading and achievement levels of work in small group cooperatively in applying the four reading strategies which include Preview, Click and Clunk, Get the Gist and Wrap Up to facilitate reading comprehension for students with reading, learning and behavior problems included in general education classrooms.

According to Mohamad Jafre Zainol Abidin and Riswanto (2012), there are four comprehension strategies in Collaborative Strategic Reading (CSR), they are as follows:

Strategy 1: Preview

Teacher asks students to preview the entire passage before they read each section. The goals of previewing are (a)for students to learn as much about the passage as they can in a brief period of time (2-3 minutes), (b) to activate their background knowledge about the topic, and (c) to help them make predictions about what they will learn. Following serves to motivate students' interest in the topic and to engage them in active reading from the onset.

Introducing preview step to students by asking them whether they have ever been to the movies and seen previews. Prompt students to tell the teacher what they learn from previews by asking questions like the following:

a. Do you learn who is going to be in the movie?

b. Do you learn during what historical period the movie will take place?

c. Do you learn whether or not you might like the movie?

d. Do you have questions about what more you would like to know about the movie?

When students preview before reading, they should look at headings; words that are bolded or underlined; and pictures, tables, graphs, and other key information to help them do two things: (a) brainstorm what they know about the topic and (b) predict what they will learn about the topic. Just as in watching a movie preview, students are provided minimal time to generate their ideas and discuss their background knowledge and predictions.

Strategy 2: Click and Clunck

Students click and cluck while reading each section of the passage. The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding. Clicks refer to portions of the text that make sense to the reader: Click, click, click" – comprehension clicks into place as the reader proceeds smoothly through the text. When a student comes to a word, concept, or idea that does not make sense, "Cluck" – comprehension breaks down. For example, when students do not know the meaning of a word, it is a clunck.

Many students with reading and learning problems fail to monitor their understanding when they read. Clicking and cluncking is designed to teach

students to pay attention to when they understand – or failing to understand – what they are reading or what is being read to them. The teacher asks, "Is everything clicking? Who has clunks about the section we just read?" Students know that they will be asked this question and are alert to identify clunks during reading, after students identify clunks, the class uses "fix-up strategies to figure out the clunks. The students use "clunk cards" as prompts to remind them of various fix-up startegies. On each of the clunk cards is printed a different strategy for figuring out a clunk word, concept, or idea:

> a. Reread the sentence without the word. Think about what information that is provided that would help the reader understand the meaning of the word.
>
> b. Reread the sentence with the clunk and the sentences before or after the clunk looking for clues.
>
> c. Look for a prefix or suffix in the word.
>
> d. Break the word apart and look for smaller words you.

As with the other strategies, students can be taught the click and clunck strategy from the beginning of the year and use it in various contexts. Students apply these fix-up strategies at first with help from the teacher and then in their small groups.

Strategy 3: Get The Gist

Students learn to "get the gist" by identifying the most important idea in a section of text (usually a paragraph). The goal of getting the gist is to teach students to re-state in their own words the most important point as a way of

making sure they have understood what they have read. This tartegy can improve students' understanding and memory of what they have learned.

When the students "get the gist", prompt them to identify the most important person, place or thing in the paragraph they have just read. Then ask them to tell the teacher in their own words the most important idea about the person, place or thing. Teach students to provide the gist in as few words as possible while conveying the most meaning, leaving out details.

Strategy 4: Wrap Up

Students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students' knowledge, understanding, and memory of what was read.

Students generate questions that ask about important information in the passage they have just read. The best way to teach wrap up is to tell students to use the following questions starters to begin their questions: who, what, when, why and how.

It is also a good idea to tell sudents to pretend they are teacher and to think of questions they would ask on a test to find out if their student really understood what they have read. Others students should try to answer the questions. If a question cannot be answered, that might mean it is not a good question and needs to be clarified.

To review, students write down the most important ideas they learned from the day's reading assignment in their CSR Learning Logs. They then take turns sharing what they learned with the class. Many students can share their best idea

in a short period of time, providing the teacher with valuable information about each student's level of understanding.

There are so many problems in the school. Teachers have to solve every problem at the school by using appropiate solution. Teaching is not easy, it takes a lot of time to learn everything such as students attitude, appropiate method, etc.

E. Obstacles In Applying Collaborative Strategic Reading (CSR) Technique

Based on Dian Novita (2012), many students have low motivation in learning Englsih especially in reading class because they argue that English is not an interesting subject. Additionally, the students also consider that reading is very difficult to learn because of linguistic knowledge of English text such as, students hard to differentiate the meaning of "which" and "that" (relative pronouns). Furthermore, most of the students have not found the use of English for their field of study.

Then, for the students reading is very difficult to learn which may be brought about by the lack of not only in the linguistic knowledge but also in the mastery of vocabulary items of English texts.

Actually in Collaborative Strategic Reading technique, students are working in groups and they are taught to activate their prior knowledge, to make prediction, to monitor their comprehension difficulties, to clarify information, to restate important ideas based on the text, to summarize the text, and to form appropriate questions about the text. The group work is organized around cooperative learning principles with each student in a group assigned a

responsibility for the task. But sometimes because of the students' linguistic knowledge and lack of vocabularies, students are difficult to understand the reading texts.

CHAPTER III

RESEARCH METHODOLOGY

A.   Research Design

This research is an experimental research. There are two variables: an independent variable and a dependent variable. Alison and Susan (2005) identify: the independent variable is the one that we believe may "cause" the result; the dependent variable is the one the researcher measures to see the effects the independent variable has on it. In this case, the independent variable is the use of Collaborative Strategic Reading technique and dependent variable is to improve students' reading comprehension. This research also uses one class as an experimental class.

B.   Population and Sample

1. Population

John W. Creswell (2008) explains population is "a group of individuals who have the same characteristic". Based on the definition, the population of this research is all of the second grade students of MTsN Banda Aceh in 2016/2017 academic year. It consisted of 396 students in 11 classes.

2. Sample

Arikunto (2013) states that sample is a limited number of elements from a population to be representative of the population. In conducting the research, random sampling was used as the technique of choosing the sample. In this study,

the sample of this research is the second grade students of MTsN Banda Aceh in 2016/2017 academic year. There are 36 students in class VIII-11 as respondents of the research. The researcher chooses this class because the students of this class have lack of ability in English lesson, especially in reading English text.

C.   Technique of Data Collection

As mentioned in the first chapter, some techniques were used in obtaining the data; experimental teaching, test (pre-test and post-test) and questionnaire. The explanation would be discussed as follows:

1. Experimental Teaching

Experimental class is needed to apply Collaboration Strategic Reading technique method to investigate how was the student responses toward reading comprehension and to analyze the effectiveness of Collaborative Strategic Reading technique to enhance students' reading comprehension.

This experimental class is consist of 36 students. In this experimental class, the writer teaches the students for three meetings with 2x40 minutes allocated time for each meeting. Based on the allocated time, the writer uses first meeting to give students pre-test, then second the writer gives them treatment and the last meeting the writer gives them post-test and questionnaire.

2. Test

In this study, the writer gives the students two kinds of test; pre-test and post test. Arikunto (2013) states that test is a series of questions or exercises used to measure the skills, knowledge, intelligence, ability or talent possessed by individuals or groups. The pre-test is given before the experimental teaching is

held and the post-test is conducted after treatment. The aim of pre-test is to know the students' ability at the first meeting and post-test is done to find out whether collaborative strategic reading technique improves the students' reading comprehension or not.

3. Questionnaire

To answer the second research question, the writer gives students a questionnaire for the students. The questionnaire was given after post-test. The questionnaire is a technique of data collection done by giving a set of questions or a written statement to the respondent to be answered (Sugiyono, 2011).

The questionnaire in the form of closed statement (to be answered individually) given to respondents directly. Questionnaire in this study was an enclosed questionnaire.

The scale model of measurement used is a Likert scale. The numbers of statements are about 10 points. Each statements consists of 5 possible answers that have been provided; they are strongly agree (SA), agree (A), disagree (DS) and strongly disagree (SDS).

D. Data Analysis Procedure

1. The Analysis of Test

In analyzing score of test, the writer calculates the mean of students score by using statistical formula (Sudjana, 2005).

$$X = \frac{\sum fixi}{\sum fi}$$

Where:

    X   : mean (average score)

    Fi   : frequency

    Xi   : middle score of interval class

    FiXi : the amount of multiplication between the frequencies and the middle scores of interval class

Before calculating mean, the data should be distributed in frequency distribution list. The following steps are used in creating frequency distribution list:

    a. The range of data

Range of data is the lowest score is subtracted by the highest score. The formula is: $R = H - L$

Where:

R   : range

H   : the highest score

L   : the lowest score

    a. Number of interval class

In determining the number of interval, the following formula is used:

$$I = 1 + 3.3 \log n$$

Where:

I   : the amount of interval class

n   : the amount of sample

b. The length of interval

In determining the length of interval class, I used the formula:

$$P = \frac{R}{I}$$

Where:

P   : length of interval

R   : the range of score

I   : interval

c. Table Distribution of Test

After finding the range of data, number of interval classes, length of interval, the data is served in distribution table as follow:

Table 3.1: Distribution Table (Sudijono, 2006)

Interval Class	F	X	Fx
Total			

Where:

f   : frequency

x   : the middle score of interval class

fx   : the amount of multiplication of frequency and deviation range

The purpose of mean calculation is to know the average score of students and to compare average score of pre-test and post-test.

2. Questionnaire Analysis

In this research, the researcher distributed the questionnaire to the students in table forms. They chose the answer according to their choice. In analyzing the questionnaires, the researcher used the following formula:

$$P = \frac{f}{n} \; x \; 100\%$$

In which:

P   : percentage

f   : frequency

n   : number of sample

100%: constant value

E.   Brief Description of Research Location

1. The School

MTsN Model Banda Aceh is one of the school in Banda Aceh which is located at Jln. Pocut Baren No. 114 Kec. Kuta Alam Banda Aceh. It was established in 1950. At its inception, the school was named with SMI (Islamic Junior High School) located in the Iskandar Muda Military Command under coordination of Islamic Ummah Education Foundation (YPUI) and led by A. Gani Usman.

In 1953, this school moved to the location of PHB. In 1955, the school was moved to the location of MI (Islamic Elementary School) belong to land of YPUI at Jln.Syiah Kuala which led by TGK. Usman Lampanah. In 1968, this school changed its name from SMI be came MTsAIN and the headmaster of the

school was M. Ali. Budiman. In 1976, Madrasah was renamed from MTsAIN to MTsN and the headmaster was Mr. Drs. Ibrahim Samsuddin and continued by Mr. Drs. M. Isa Rahmat.

Then, the headmaster of the school change over the time but the name of school is MtsN until now. This school was developed to achieve the excellence graduate and the outcome of this place could be accepted at the favourite schools at the provincial and national level.

To achieve these advantages, according to government regulations no. 19 of 2005 on SNP (National Education System) that must be considered is the existence of a standard, namely: content standards, process standards, competency standards, educational standards and educational staff, the standard of facilities and infrastructure, management standard, financing standards and assessment standards of education. Eighth components above is very important in education and is a unity that cannot be separated each others.

2. The Student

The students of MtsN Model come from different places of Banda Aceh and also out of Banda Aceh (sometimes from another districts such as Pidie, Pidie Jaya etc). The statistic shows that the students in this school have peaked at more than 300 students each year. There are 300 students enrolled in this school beginning new academic year. In 2015 it was 396 students registered as new students and placed in 11 different classes.

It was divided from I to XI grade of calsses. The number of total students can be seen in the following table:

Table 3.2 The Number of Total Students at MTsN Model Banda Aceh

Class	Total Number	Total Students
I	11	396
II	11	396
III	11	396

3. The School Facilities

In order to support teachers and students in teaching and learning process, MTsN Model banda Aceh has enough facilities as follows:

Table 3.3 The Facilities at MTsN Model Banda Aceh

No.	Facilities	Unit
1	Classroom	33
2	Library	1
3	Language Laboratory	1
4	Computer Laboratory	1
5	Science Laboratory	1
6	Sport Field	2
7	Teacher's Office	2
8	Canteen	3
9	Mosque	1
10	Health Unit Room	1

4. The Teacher

The number of students at one's school should be at least relevant to the amount of teachers at its school. Based on the school data, MTsN Model Banda

Aceh has 114 goverment employees teachers in teaching Mathematics, Science, English, Bahasa Indonesia, Moral, Geography, Arabic, Qur'an Hadist, Islamic and History which graduated from amount of universities in Aceh such as Syiah Kuala University, Islamic State of Ar-Raniry, etc. There are also another guide teachers who play rules as a guardian class.

CHAPTER IV

DATA ANALYSIS

A. Research Procedure

a. First Meeting

In the first meeting, the situation of the class was comfortable. The writer entered the class, introduced herself to the class and then mentioned her purposes to do research in their class. The students were enthusiastic because of the writer entered the class as the new teacher. They felt happy because they tought the atmosphere of the class would be different. So, they can made a little noise or talked to their friend while studying.

As the writer started the teaching learning process, students started to pay attention at the instruction. The writer began by describing about Collaborative Strategic Reading as well as the steps which consists in Collaborative Strategic Reading techniques. Then, the writer asked the student to answer pre-test to know the students' ability at the first meeting. The title was "Please All and You Will Please None" consisting of ten questions with 2x40 minutes allocated time.

Some of the students were difficult to answered ten questions of the pre-test because they focused on the difficult words in the reading text which consequence to their achievement of pre-test. Many of the students got lowest score at the beginning of the class, such as 40 and 50 because they did not know how to solve the reading's problem.

b. Second Meeting

At the second meeting, after divided students into 6 groups based on their ability (each groups consist of six students), the writer taught the students text about "Rabbit and Bear" by using Collaborative Strategic Reading Technique steps: Preview, Click and Clunck, Get the Gist and Wrap Up.

First of all was Preview. In this step teacher gave questions to student about rabbit and bear, activated their background knowledge about the title of the text which discussed and student predicted about what they learned. Then, second step was Click and Clunk. If students knew the words in the text,then it meant Click. But if the students did not know the meaning of the words, then it meant Clunck. Then, the writer asked students to read the difficult word many times and guess the meaning of the difficult words. The goal of this step was to teach students monitoring their reading comprehension and identify when they have breakdowns in understanding so it would make students easy to learn the text. Third step was Get the Gist. Teachers touch students to re-state in their own words the most important point as a way of making sure they understood what they have read. And the last step was Wrap Up or sum up the text which have been read to improve their knowledge, understanding and memory of what was read.

In this meeting, students acted as good listeners. The writer gave the instruction about four steps in Collaborative Startegic Reading technique easily and sometimes answered the questions from the students then the writer also

repeated the instruction about "Preview, Click and Clunck, Get the Gist and Wrap Up" because they missed it.

c. Third Meeting

In the last meeting, student's interest was low because the writer asked them to fulfill post-test about "The History of Jack and Beanstalk" which consist of ten questions and questionnaire which consist of twelve statements. The aim of post-test was to find out whether Collaborative Strategic Reading technique improves the students' reading comprehension or not and questionnaire used to got the obstacles in applying Collaborative Strategic reading technique.

Some students have ever got the text about "The History of Jack and Beanstalk" at their first grade of Junior High School while the others haven't ever.

B. **Data Analysis**

1. **The Analysis of Pre-test and Post-test**

Table 4.1: The Table of Pre-test Score

No.	Name of students	Score
1.	AFA	50
2.	BCC	70
3.	CRZ	70
4.	CSZT	40
5	UH	40
6	FMM	90
7	HH	60
8	IR	80
9	KNM	80
10	KA	70
11	LB	50
12	MKL	50
13	MT	40
14	MF	60
15	MFP	60
16	MRAF	80
17	MS	40
18	MMM	60

19	NIR	80
20	NA	80
21	NM	60
22	NR	50
23	NFW	60
24	NM	60
25	PS	40
26	RIB	80
27	RM	70
28	SM	40
29	SS	60
30	S	60
31	SRE	60
32	TRMS	60
33	TH	80
34	YQA	70
35	ZIM	50
36	ZI	70

There were 36 students in the class and all of them attended the class on the day of pre-test. The data in the table above can be calculated by using the following steps: First, the range (R) determined by using the formula below:

$$R = H - L$$

Where:

R = range of the score

H = the highest score

L = the lowest score

The highest score of pre-test was 90 and the lowest score was 40. Thus, the range was

$$90 - 40 = 50$$

The class interval was identified by using following formula:

$I = 1 + (3,3) \log n$ (n = number of students)

$= 1 + (3,3) \log 36$

$= 1 + (3,3)(1,55)$

$= 1 + 5,115$

$= 6,115$ ≈ 7

Then, the range of the class interval was found out by the formula:

$P = \dfrac{R}{I}$

$P = \dfrac{50}{6}$

$P = 8,33$ ≈ 9

From those results, the ferequency distribution table can be seen below :

Table 4.2: The Frequency Distribution Table of Pre-test

Class Interval	Fi	Xi	FiXi
40-48	6	44	264
49-57	5	53	265
58-66	11	62	682
67-75	6	71	426
76-84	7	80	560
85-93	1	89	89
Total	N = 36	399	2286

Where:

fi = refers to frequency

xi = refers to the middle score interval class

fixi = the amount of multiplication between the frequencies and the middle scores of interval class

Based on the frequency distribution table above, the writer determines the mean score by using the following formula:

$$X = \frac{\sum fixi}{\sum fi}$$

$$X = \frac{2286}{36}$$

$$X = 63,5 \qquad \approx 64$$

Table 4.3: The Table of Post-test Score

No.	Name of students	Score
1.	AFA	40
2.	BCC	100
3.	CRZ	90
4.	CSZT	70
5	UH	90
6	FMM	90
7	HH	50
8	IR	90
9	KNM	100
10	KA	50
11	LB	90
12	MKL	80
13	MT	80
14	MF	100
15	MFP	90
16	MRAF	90
17	MS	100
18	MMM	80
19	NIR	80
20	NA	80
21	NM	100
22	NR	60
23	NFW	100
24	NM	70
25	PS	100

26	RIB	70
27	RM	60
28	SM	70
29	SS	100
30	S	80
31	SRE	90
32	TRMS	80
33	TH	80
34	YQA	100
35	ZIM	90
36	ZI	80

The data in the table above can be calculated by using the following steps:

First, the range (R) determined by using the formula below:

R $= H - L$

Where:

R   = range of the score

H   = the highest score

L   = the lowest score

The highest score of post- test was 100 and the lowest score was 40. Thus, the range was $100 - 40 = 60$

The class interval was identified by using following formula:

$I = 1 + (3,3) \log n$ (n = number of students)

$= 1 + (3,3) \log 36$

$= 1 + (3,3)(1,55)$

$= 1 + 5,115$

$= 6,115$ ≈ 7

Then, the range of the class interval was found out by the formula:

$$P = \frac{R}{I}$$

$$P = \frac{60}{6}$$

$$P = 10$$

From those results, the ferequency distribution table can be seen below :

Table 4.4: The Frequency Distribution Table of Post-test

Class Interval	Fi	Xi	FiXi
40-49	1	44,5	44,5
50-59	2	55,5	109
60-69	2	64,5	129
70-79	4	74,5	298
80-89	10	84,5	845
90-99	9	94,5	850,5
100-109	8	100,5	836
Total	N = 36	521,5	3112

Where:

fi   = refers to frequency

xi   = refers to the middle score interval class

fixi   = the amount of multiplication between the frequencies and the

middle scores of interval class

Based on the frequency distribution above, the writer determined the mean

score by using the following formula:

$$X = \frac{\sum fixi}{\sum fi}$$

$$X = \frac{3112}{36}$$

$$X = 86{,}4 \qquad \approx 86$$

The aim of determining the mean score was to know the average ability of students in the pre-test and post-test. The writer found out that the mean score between the two test was different. The mean score of pre-test was 64 while the mean score of post-test was 86. In conclusion, post-test score was higher than pre-test by 22 points. Due to the improvements, the writer concluded that Collaborative Strategic Reading is effective to improve students' reading comprehension.

2. The Analysis of Questionnaire

The data is processed in the form of a frequency distribution table by using the formula:

$$\mathbf{P} = \frac{f}{n} \; x \; \mathbf{100\%}$$

In which:

P   :percentage

f   : frequency

n   : number of sample

100% : constant value

The results of the questionnaires are calculated in the tabulations which is the process of changing data collection instrument (questionnaire) to the tables of numbers (percentage).

Table 4.5 I like learning reading comprehension by using Collaborative Strategic Reading technique

	Options	Frequency	Percentage (%)
Q. 1	a. Strongly Agree	2	5,6%
	b. Agree	34	94,4%
	c. Disagree	0	0
	d. Strongly Disagree	0	0
	Total	36	100%

It can be seen from the table above that all of students like learning reading comprehension by using Collaborative Strategic Reading because this is new method which never implemeted in their class.

Table 4.6. "Preview" Strategy in Collaborative Strategic Reading facilitate me to understand reading text

	Options	Frequency	Percentage (%)
Q. 2	a. Strongly Agree	6	16,7%
	b. Agree	29	80,6%
	c. Disagree	0	0
	d. Strongly Disagree	1	2,7%
	Total	36	100%

Based on the table above, it shows that almost all of students understand reading text by using preview strategy to activated their background knowledge about the reading text so it will help them to start getting the point of the whole text. On the contrary, 2,7% of them strongly disagree because it will not help them to activated their background knowledge of the text.

Table 4.7. "Click and Clunk" Strategy in Collaborative Strategic Reading facilitate me to understand reading text

	Options	Frequency	Percentage (%)
Q. 3	a. Strongly Agree	8	22,2%
	b. Agree	22	61,1%
	c. Disagree	6	16,7%
	d. Strongly Disagree	0	0
	Total	36	100%

The table above shows more than half of the students agree that "Click and Clunk" Strategy in Collaborative Strategic Reading facilitate them to understand reading text. In Click and Clunk startegy, the writer asked students to underline difficult words which everyone in their group did not know the meaning of the words. Then, they have to guess the meaning of the difficult words by reading them for many times. Furthermore, the rest of the students (16,7%) state Click and Clunk did not help them to understand reading text because when they read difficult words for many times, they still could not find the meaning of the words.

Table 4.8. "Get the Gist" Strategy in Collaborative Strategic Reading facilitate me to understand reading text

	Options	Frequency	Percentage (%)
Q. 4	a. Strongly Agree	7	19,4%
	b. Agree	25	69,4%
	c. Disagree	3	8,3%
	d. Strongly Disagree	1	2,7%
	Total	36	100%

The third startegy in Collaborative Stategic Reading technique is Get the Gist. Students have to identify the most important person, place or thing in the paragraph they have just read. Some students difficult to state important person in the reading text.

Table 4.9 "Wrap Up" Strategy in Collaborative Strategic Reading facilitate me to understand reading text

	Options	Frequency	Percentage (%)
Q. 5	a. Strongly Agree	6	16,6%
	b. Agree	22	61,1%
	c. Disagree	5	13,8%
	d. Strongly Disagree	3	8,3%
	Total	36	100%

Students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals of Wrap Up startegy are to improve students' knowledge, understanding, and memory of what was read. But, some students did not know how to wrap up the text because they did not get the idea of the reading text.

Table 4.10 Have no obstacles in applying four techniques of Collaborative Strategic Reading (Preview, Click and Clunck, Get the Gist and Wrap Up)

	Options	Frequency	Percentage (%)
Q. 6	a. Strongly Agree	8	22,2%
	b. Agree	20	55,5%
	c. Disagree	8	22,2%
	d. Strongly Disagree	0	0
	Total	36	100%

The obstacles in applying four startegies of Collaborative Strategic Reading technique are students did not understand reading material because of difficult words and they felt difficult when the writer asked them to re-write the text by using their own words.

Table 4.11 I become more active in learning by using this technique

	Options	Frequency	Percentage (%)
Q. 7	a. Strongly Agree	1	2,7%
	b. Agree	31	86,1%
	c. Disagree	2	5,5%
	d. Strongly Disagree	2	5,5%
	Total	36	100%

Collaborative Strategic Reading technique is kind of Cooperative Learning which ask students to be more active in the class. Teacher acted as a guide not as a facilitator for the students. Some of students disagree Collaborative Strategic Reading technique make them more active because actually they do not like studing in form of group.

Table 4.12 Collaborative Strategic Reading Technique used by teacher help me in learning reading comprehension

	Options	Frequency	Percentage (%)
Q. 8	a. Strongly Agree	3	8,3%
	b. Agree	30	83,3%
	c. Disagree	2	5,5%
	d. Strongly Disagree	1	2,7%
	Total	36	100%

The data in the table implies that the percentage of the students who strongly agree about improving reading comprehension by using Collaborative Strategic Reading is 8,3%. Then the rest of them (2,7%) choose strongly disagree because they did not understand the instruction and they missed one of steps in Collaborative Startegic Reading technique.

Table 4.13 I feel easy in answering reading comprehension exercises after learning by using Collaborative Strategic Reading Technique

	Options	Frequency	Percentage (%)
Q. 9	a. Strongly Agree	6	16,6%
	b. Agree	24	66,6%
	c. Disagree	6	16,6%
	d. Strongly Disagree	0	0
	Total	36	100%

Click and Clunkc startegy facilitates students to get the point of difficult words. If the students still cannot answer the questions after treating by this techniques it means they did not read many times difficult word.

Table 4.14 I don not need much time to comprehend the questions after learning by using Collaborative Strategic Reading

	Options	Frequency	Percentage (%)
Q. 10	a. Strongly Agree	6	16,6%
	b. Agree	15	41,6%
	c. Disagree	13	36,1
	d. Strongly Disagree	2	5,5%
	Total	36	100%

Having looked to the above table, even 58,2% of the students can comprehend the questions after learning by using Collaborative Startegic Reading technique there are still 41,6% students did not know the meaning of the questions. They get the point of the text, but when they read questions they did not understand.

Table 4.15 The material taught become easier because of Collaborative Strategic Reading

	Options	Frequency	Percentage (%)
Q. 11	a. Strongly Agree	5	13,8%
	b. Agree	29	80,6%
	c. Disagree	2	5,5%
	d. Strongly Disagree	0	0
	Total	36	100%

The table indicated after using Collaborative Startegic Reading technique the students still did not understand the material because lack of vocabularies and difficult to follow the instruction of the technique.

Table 4.16 Collaborative Strategic Reading technique learning model is effective to improve reading comprehension

	Options	Frequency	Percentage (%)
Q. 12	a. Strongly Agree	4	11,1%
	b. Agree	21	58,3%
	c. Disagree	9	25%
	d. Strongly Disagree	2	5,5%
	Total	36	100%

Collaborative Strategic Reading technique did not improve some students score because some students did not know about the title of the text. Preview is the beginning strategy in the Collaborative Strategic Reading technique which activated background knowledge of the students. If students did not ever read or heard about the theme, so it will make them difficult to get the idea of the text.

C. Discussion

In this thesis there were two research questions provided. The explanations for each research questions are as follow: First question is, "Is Collaborative Strategic Reading technique really effective to enhance students' reading comprehension?" and "What are the obstacles in applaying Collaborative Startegic Reading technique to enhance students' reading comprehension?".

The first question can be explained based on the data of pre-test and post-test. The different score before and after applying Collaborative Strategic Reading also showed that Collaborative Strategic Reading technique is effective to enhance students' reading comprehension. The mean of pre-test score is 64, while the mean of post-test score is 86. Pre-test score is lower than post-test score. It can be summarized that Collaborative Strategic Reading is effective to improve students' reading comprehension.

But, there are some students who got lowest score at post-test than pre-test. This is because they did not ever read or heard about the theme of the text given in the post-test. Then, the situation of them also affected to the post-test score such as low concentration and gave so much attention on difficult words.

Then, the second question can be showed at the result of questionnaire. The researcher analyzed the questionnaire to answer the second research question. Based on data, there are obstacles faced by the students in learning reading comprehension: Preview strategy did not help students to activated their background knowledge of the text, Click and Clunk did not help students to understand reading text because when they read difficult words for many times, they still could not find the meaning of the words, Get the Gist make some students difficult to state important person in the reading text, some students did not know how to wrap up the text because they did not get the idea of the reading text, and students did not understand reading material because of difficult words.

Students felt difficult when the writer asked them to re-write the text by using their own words, some of students did not like to study in form of group, students did not heard or understand the instruction, they missed one of steps in Collaborative Startegic Reading technique, cannot answer the questions because they did not read many times difficult word, they get the point of the text but when they read questions the did not understand the meaning of the questions, lack of vocabularies, difficult for them to follow the instruction in the Collaborative Startegic Reading technique, and they did not ever read or heard about the theme.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study was aimed to analyze the effectiveness of Collaborative Strategic Reading technique to enhance student achievement of reading comprehension and to know the obstacles in applying Collaborative Strategic Reading technique. The sample of the research was 36 students in class VIII-11 at MTsN Model Banda Aceh. The data were collected by using tests (pre-test and post-test) and questionnaire. According to the result in the previous chapters, some conclusions can be inferred of this research:

1. Based on the data from the tests, it could be concluded that using Collaborative Strategic Reading technique in teaching reading could enhance students' reading comprehension. It was proved by the average score of post-test (86) increased from the pre-test (64).

2. There are some obstacles faced by the students in learning reading comprehension such as lack of vocabularies, difficult to write the text by using their own words, did not understand the instruction, get the point of the text but when they read questions the did not understand the meaning of the questions, and they did not ever read or heard about the theme which make their post-test score higher then pre-test score.

B. Suggestion

After conducting this study, the writer would like to propose some suggestions for those who are interested in this study:

1. In teaching learning process, especially in teaching reading, teacher has to choose an appropriate technique to enhance students' ability. Because an appropiate method will enhance students' ability.

2. The teacher should be active, creative and also innovative in teaching learning process.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/2093/2016
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY
DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	Bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: Un.08/DT/TL.00/5970/2015 tentang pengangkatan pembimbing skripsi;
		b.	Bahwa namanya yang tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing Skripsi dimaksud.
Mengingat	:	1.	Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah Nomor 13 Tahun 1991, tentang Pokok-pokok Organisasi IAIN;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
		7.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry;
		8.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		9.	Peraturan Menteri Agama No.21 Tahun 2015 tentang Statuta Universitas Islam Negeri Ar-Raniry Banda Aceh
		10.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		11.	Surat Keputusan Rektor IAIN Ar-Raniry Nomor. IN/3/R/Kp.00.4/394/2007, tentang Pemberian Kuasa dan Pendelegasian Wewenang Dekan
Memperhatikan	:		Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 14 November 2014

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Un.08/DT/TL.00/5970/2015 tanggal 25 Agustus 2015
KEDUA	:	Menunjuk Saudara:

1. Dr. Muhammad AR, M.Ed   Sebagai Pembimbing Pertama
2. Yuni Setianingsih, M.Ag   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Fitria Arafah**
NIM	:	**231121289**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Use of Collaborative Strategic Reading Technique to Improve Reading Ability of Second Grade Students of MTsN Model Banda Aceh**

KETIGA	:	Kepada pembimbing yang namanya tersebut di atas diberikan honorarium sesuai dengan peraturan yang berlaku;
KEEMPAT	:	Segala pembiayaan akibat Surat Keputusan ini dibebankan pada dana DIPA UIN Ar-Raniry Tahun 2016
KELIMA	:	Surat Keputusan ini berlaku sampai akhir Semester Genap Tahun Akademik 2015/2016.
KEENAM	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Banda Aceh,   28 Maret 2016
Dekan,

Dr. Mujiburrahman, M. Ag
NIP. 197109082001121001

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Nomor   : Un.08/TU-FTK/TL.00/ 6956 /2016
Lamp   : -
Hal   : Mohon Izin Untuk Mengumpul Data
          Menyusun Skripsi

Kepada Yth.

Di -
        Tempat

Dekan   Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry   Darussalam   Banda   Aceh,
dengan ini memohon kiranya saudara memberi izin dan bantuan kepada :

N a m a   : **Fitria Arafah**
NIM   : 231 121 289
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester   : X
Fakultas   : Tarbiyah dan Keguruan UIN Ar-Raniry   Darussalam
A l a m a t   : Lambhuk

Untuk Mengumpulkan data pada:

MTsN Model Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry   yang berjudul:

**The Use of Collaborative Strategic Reading Technique to Improve Students' Reading
Comprehension**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami
ucapkan terima kasih.

Banda Aceh, 22 Juni 2016
An. Dekan
Kepala Bagian Tata Usaha,

M.Said Farzah Ali, S.Pd.I.,MM
NIP. 19690703200212001

Nomor : Kd.01.07/2/TL.00/ 06 10 /2016   Banda Aceh, 28 Juni 2016
Lampiran : -
Perihal : **Rekomendasi Melakukan Penelitian**

Kepada
Yth, Kepala MTsN Model Banda Aceh '
Kota Banda Aceh

Assalāmu'alaikum Wr. Wb.

     Sehubungan dengan surat Dekan Fakultas Ilmu Tarbiyah Dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh nomor : Un.08/TU-FTK/TL.00/6956/2016 tanggal 22 Juni 2016 , perihal sebagaimana tersebut dipokok surat, maka dengan ini kami mohon bantuan Saudara untuk dapat memberikan data maupun informasi lainnya yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan *Skripsi*, dengan judul **"The Use of Collaborative Strategi Reading Technique to Improve Students' Reading Comprehension"** kepada saudari :

Nama : **Fitria Arafah**

NIM : 231 121 289

Prodi/Jurusan : Pendidikan Bahasa Inggris

Semester : X

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan Kepala Madrasah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Tidak memberatkan Madrasah.
3. Tidak menimbulkan keresahan-keresahan lainnya di Madrasah.
4. Bagi yang bersangkutan supaya menyampaikan foto copy hasil penelitian sebanyak 1 (satu) eksemplar ke Kantor Kementerian Agama Kota Banda Aceh.

     Demikian rekomendasi ini kami keluarkan, atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.

An.Kepala
Kepala Seksi Pendidikan
Madrasah,

Drs. Aiyub, MA
NIP. 19680414 199905 1 001

Tembusan :

1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh.
2. Dekan Fakultas Ilmu Tarbiyah Dan Keguruan UIN Ar-Raniry Banda Aceh.
3. Yang bersangkutan.

SURAT KETERANGAN PENELITIAN
No. Mts. 01.07.1/TL.007/ 673 /2016

Kepala Madrasah Tsanawiyah Negeri Model Banda Aceh dengan ini menerangkan :

Nama	:	Fitria Arafah
NIM	:	231121289
Jurusan	:	Pendidikan Bahasa Inggris
Alamat	:	Jl. Inspeksi Krueng Aceh, Lambhuk Banda Aceh

Benar yang namanya tersebut diatas telah mengadakan penelitian pada Madrasah Tsanawiyah Negeri Model Banda Aceh, dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan Studi pada Fakultas Ilmu Tarbiyah Dan Keguruan Universitas Islam Negeri Ar-Raniry dengan judul. **" THE USE OF COLLABORATIVE STRATEGIC READING TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION ".**
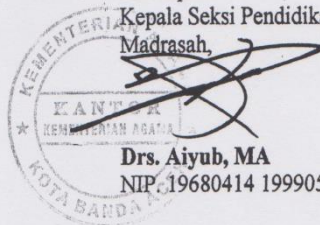
Demikianlah surat keterangan ini kami keluarkan, agar dapat dipergunakan seperlunya.

Banda Aceh, 29 Juli 2016
Kepala

Zulkifli, S.Ag., M.Pd
Nip. 19720625 199903 1 005

Nama Sekolah   : MTsN Model Banda Aceh
Mata Pelajaran   : Bahasa Inggris
Kelas/ Semester   : VIII/I
Skill   : Writing (Narrative)
Alokasi Waktu   : 6 x 40 Menit

I.   Standar Kompetensi
12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar
12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*.

III. Tujuan Pembelajaran
1. Kognitif
   a. Siswa mengetahui langkah retorika dan *language features* yang terdapat dalam teks *narrative*.
   b. Siswa mengetahui urutan/jalan cerita suatu bacaan teks *narrative*.
   c. Siswa mengetahui pesan moral yang terkandung di dalam suatu bacaan teks *narrative*.
2. Afektif
   a. Siswa menunjukkan sikap peduli, kerjasama, dan bertanggung jawab.
3. Psikomotor
   a. Siswa mengurutkan gambar sesuai jalan cerita suatu bacaan teks *narrative*.
   b. Siswa menuliskan jalan cerita bacaan teks *narrative*.

IV. Indikator Pembelajaran
1. Kognitif
   a. Siswa mampu membedakan komponen *generic structure* dari suatu bacaan teks *narrative* yang diberikan.
   b. Siswa dapat menyebutkan pemeran-pemeran yang terlibat di dalam suatu bacaan teks *narrative* yang diberikan.
   c. Siswa mampu mengidentifikasi pesan moral yang terdapat di dalam bacaan teks *narrative* yang diberikan.
2. Afektif
   a. Siswa menunjukkan sikap peduli, kerjasama, dan bertanggung jawab.
3. Psikomotor
   a. Siswa mampu mengurutkan jalan cerita suatu bacaan teks *narrative* dengan menulisnya kembali menggunakan kata-kata yang lebih mudah mereka mengerti.
   b. Siswa mampu memahami teks *narrative* yang diberikan.

V. Materi Pokok Pembelajaran

The generic structure of narrative text:
- Orientation
  This part tells the reader about who involved in the story, where the story took place, and when it occurred.

- Complication
  This part tells the reader about what happened to the main character of the story. This is where problems usually occur.

- Resolution
  This part of the text tells how the problems are solved. It is also the ending of the story.

- Moral Value / Wisdom
  In certain parts of the text, the readers may conclude the lessons learned from the story implicitly. However, sometimes, the moral value is written explicitly.

The language feature of narrative text:
- Uses Simple Past Tense

VI. Metode Pembelajaran
Pendekatan : Cooperative Learning
Tehnik Pembelajaran : Collaborative Strategic Reading

VII. Kegiatan Pembelajaran
Langkah – Langkah Pembelajaran
1. Pertemuan Pertama

Tahap	Langkah-Langkah Pembelajaran	Alokasi Waktu
Pembukaan	- Siswa berdoa sebelum memulai pelajaran. - Siswa diabsen oleh guru. - Siswa menerima informasi tentang pembelajaran yang akan dilaksanakan. - Siswa menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan.	10 Menit
Kegiatan Inti	- Siswa diberikan sejumlah soal yang terdiri dari teks naratif sebagai langkah awal untuk melihat kemampuan dasar siswa dalam menjawab soal reading dan memperhatikan score yang diperoleh siswa.	60 Menit
Penutup	Refleksi untuk mengevaluasi : - Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan.	10 Menit

2. Pertemuan Kedua

Tahap	Langkah-langkah Pembelajaran	Alokasi Waktu

Tahap	Langkah-langkah Pembelajaran	Alokasi Waktu
Pendahuluan	- Siswa berdoa sebelum memulai pelajaran. - Siswa diabsen oleh guru. - Siswa menerima informasi tentang pembelajaran yang akan dilaksanakan. - Siswa menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan.	10 Menit
Kegiatan Inti	🞣 Preview - Guru membagi siswa ke dalam beberapa kelompok. - Guru membagikan teks yang akan dipelajari hari ini. - Guru meminta siswa untuk meninjau teks yang diberikan untuk mengaktifkan pengetahuan mereka tentang teks tersebut dan untuk membantu mereka memprediksi tentang apa yang akan mereka pelajari. - Guru memotivasi siswa dengan memberikan beberapa pertanyaan tentang teks yang akan dipelajari. - Ketika siswa meninjau teks yang akan dipelajari, seharusnya mereka melihat kepada gambar, huruf yang bercetak miring, huruf yang ditulis tebal, tabel atau informasi yang membantu mereka untuk mengungkapkan ide yang ada di dalam teks dan juga untuk membantu mereka memprediksi tentang topik apa yang akan dipelajari. 🞣 Click and Clunck - Setelah siswa meninjau teks yang telah diberikan, kemudian siswa dengan anggota kelompoknya menemukan kata-kata yang sulit dan mudah dimengerti. Ketika murid mengerti kata-kata yang ada dalam teks itu berarti "Click". Tetapi, ketika sisw atidak mengerti kata-kata yang ada di dalam teks maka itu berarti "Clunck". - Ketika siswa tidak mengerti kata-kata yang terdapat di dalam teks, siswa harus membaca ulang kalimat yang ada di dalam teks yang telah diberikan kemudian memisahkannya dalam ebntuk kata perkata. 🞣 Get the Gist - Siswa menyimpulkan teks yang telah diberikan dengan mengidentifikasi ide-ide penting yang ada di dalam teks. - Guru membimbing siswa untuk mengidentifikasi orang-orang penting yang ada didalam teks, tempat, atau hal-hal penting lainnya yang menjadi permasalahan didalam teks. - Guru meminta siswa menceritakan tentang orang, tempat dan hal-hal penting di dalam teks yang telah mereka pelajari dengan menggunakan kata-kata yang mereka ketahui. 🞣 Wrap Up - Siswa memformulasikan pertanyan 5W1H tentang teks yang telah dipelajari (Who, What, When, Where and How)	40 Menit

Tahap	Langkah-langkah Pembelajaran	Alokasi Waktu
	- Siswa menjawab pertanyaan berdasarkan soal yang telah mereka buat. - Siswa menulis kembali ide penting yang ada didalam teks yang telah mereka pelajari dengan cara berdiskusi dengan teman-teman kelompoknya. - Siswa memberikan hasil diskusi tentang teks yang dipelajari kepada guru dalam bentuk tulisan.	
Penutup	Refleksi untuk mengevaluasi : - Siswa secara individu menjawab beberapa pertanyaan yang diberikan oleh guru sesuai dengan isi teks naratif yang telah mereka pelajari. - Siswa bersama guru menyimpulkan pembelajaran. - Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan.	30 Menit

3. Pertemuan Ketiga

Tahap	Langkah-Langkah Pembelajaran	Alokasi Waktu
Pembukaan	- Siswa berdoa sebelum memulai pelajaran. - Siswa diabsen oleh guru. - Siswa menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan. - Siswa menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan.	10 Menit
Kegiatan Inti	- Siswa diberikan sejumlah soal yang terdiri dari teks naratif sebagai langkah akhir untuk melihat kemampuan siswa setelah belajar dengan model pembelajaran Collaborative Strategic Reading.	60 Menit
Penutup	Refleksi untuk mengevaluasi : - Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan.	10 Menit

VIII. Materi Pembelajaran
   (Terlampir)

IX. Instrumen Penilaian
   a. Soal
      1. Pre-test (Pertemuan Pertama)

1. Where was a man has his boy to get off?
   a. To school   b. To country   c. To market   d. To bridge
2. Who had followed them finally?
   a. An old lady   b. An old man   c. A young lady   d. A countryman
3. Who were involved in the story that not true?
   a. A man   b. An old lady   c. A countryman   d. A man and his son
4. What kind of animal told in the story?
   a. A dog   b. A horse   c. A donkey   d. A tiger
5. When did the man ask the boy to ride on the donkey?
   a. After he met a countryman   c. After he passed two women
   b. After he passed a group of men   d. After he passed the passer in the town
6. What happened to them after kick out by donkey?
   a. They ride a donkey   c. They walking along
   b. They met an old man   d. They fell over the bridge
7. What was a group of men said to a man and his son when they passed them?
   a. "you fools, what is a donkey for but to ride upon"
   b. "see that lazy youngster, he lets his father walk while he rides"
   c. "Shame on that lazy lout to make his poor little son trudge along"
   d. "aren't you ashamed of yourself for overloading that poor donkey?"
8. Why did the man have his boy to get off?
   a. Because he wants to ride
   b. Because the man didn't know what to do
   c. Because the man passed the countryman
   d. Because he met an old man
9. Why do people laught at them?
   a. Because they ride a donkey
   b. Because they raised the donkey
   c. Because the man put his son on the donkey
   d. Because they kicked out by donkey
10. What did an old man say?
    a. "you fools, what is a donkey for but to ride upon"
    b. "see that lazy youngster, he lets his father walk while he rides"
    c. "Shame on that lazy lout to make his poor little son trudge along"
    d. "that will teach you: please all, and you will please none"

2. Soal Pos-test (Pertemuan Ketiga)

Answer the questions below:

1. Who is the main character in the story?
   a. A butcher   b. Jack   c. Jack's mother   d. The giant
2. Why did Jack's mother want to sell her cow based on the text?
   a. Because she needs money
   b. Because she wants to buy the beans

    c. Because she was poor

    d. Because she has no money to purchase the bread

3. Why did Jack's mother always complain about Jack's behaviour?

    a. Because he was a foolish boy

    b. Because he never pay attention to his mother said

    c. Because he exchange the cow with the beans

    d. Because he sells the cow

4. Why did Jack's mother get angry with Jack?

    a. Because he sold the cow

    b. Because he exchanged the cow with the beans

    c. Because he sold the cow

    d. Because he never pay attention to his mother said

5. What was so special about the beans?

    a. The beans had taken root and sprung up

    b. The beans alive

    c. The beans grew up

    d. The beans were delicious

6. What did Jack do when he saw an enermous beanstalk outside his window?

    a. He climbed it   c. He played with it

    b. He chopped it   d. He showed it to his mother

7. In paragraph 6 line 1, the word "he" refers to?

    a. Mother   c. Jack

    b. The giant   d. The beanstalk

8. Where did the beanstalk lead Jack?

    a. To a big castle   c. To the garden

    b. To a market   d. To the table

9. Who was finally coming from the corner?

    a. A goose   c. A giant

    b. Mother   d. A butcher

10. How was Jack and his mother life after he took the coins and the goose?

    a. Unhappy   c. Rich

    b. Poor   d. Sad

       b. Jawaban

          1. Jawaban Pre-test

No.	Jawaban	Skor
1	B	10
2	B	10
3	B	10
4	C	10
5	A	10
6	D	10
7	B	10
8	A	10

9	B	10
10	D	10
Jumlah		100

2. Jawaban Post-test

No.	Jawaban	Skor
1	B	10
2	D	10
3	B	10
4	B	10
5	A	10
6	A	10
7	C	10
8	A	10
9	C	10
10	C	10
Jumlah		100

c. Tehnik Penilaian

Penilaian Soal Pre-test dan Post-test

$$\text{Skor total} = \frac{Skor\ total\ jawaban\ siswa\ yang\ benar}{Skor\ maksimum\ perangkat\ tes} \times 100$$

Mengetahui,   Banda Aceh, 14 Juli 2016
Guru Pamong   Mahasiswi Praktikan

Abdussalam   Fitria Arafah
NIP.   NIM. 231121289

Pre-test

PLEASE ALL AND YOU WILL PLEASE NONE

A man and his son were once going with their donkey to a market. As they were walking along, a countryman passed them and said: "you fools, what is a donkey for but to ride upon?".

So the man put the boy on the donkey and they went on their way. But soon they passed a group of men, one of whom said: "See that lazy youngster, he lets his father walk while he rides."

So the man had his boy get off, and got on himself. But they hadn't gone far when they passed two women, one of whom said to the other: "Shame on that lazy lout to make his poor little son trudge along."

The man didn't know what to do, but at last he took his boy up before him on the donkey. By this time they had come to the town and the passers-by began to jeer and point at them. The man stopped and asked what they were scoffing at. The men said:"Aren't you ashamed of yourself for overloading that poor donkey of yours-you and your hulking son?"

The man and boy got off and tried to think what to do. They thought and they thought, till at last they cut down a pole, tied the donkey's feet to it, and raised the pole and the donkey to their shoulders. They went along amid the laughter of all who met them till they came to a bridge, when the donkey, getting one of his feet loose, kicked out and caused the boy to drop his end of the pole. In the struggle the donkey fell over the bridge, and so did the man and the boy.

Finally an old man who had followed them said, "That will teach you: please all, and you will please none."

Answer the questions below:

11. Where was a man has his boy to get off?
    b. To school   b. To country   c. To market   d. To bridge
12. Who had followed them finally?
    b. An old lady   b. An old man   c. A young lady   d. A countryman
13. Who were involved in the story that not true?
    b. A man   b. An old lady   c. A countryman   d. A man and his son
14. What kind of animal told in the story?
    b. A dog   b. A horse   c. A donkey   d. A tiger
15. When did the man ask the boy to ride on the donkey?
    c. After he met a countryman   c. After he passed two women
    d. After he passed a group of men   d. After he passed the passer in the town
16. What happened to them after kick out by donkey?
    c. They ride a donkey   c. They walking along
    d. They met an old man   d. They fell over the bridge
17. What was a group of men said to a man and his son when they passed them?
    e. "you fools, what is a donkey for but to ride upon"
    f. "see that lazy youngster, he lets his father walk while he rides"
    g. "Shame on that lazy lout to make his poor little son trudge along"
    h. "aren't you ashamed of yourself for overloading that poor donkey?"
18. Why did the man have his boy to get off?
    e. Because he wants to ride
    f. Because the man didn't know what to do
    g. Because the man passed the countryman
    h. Because he met an old man
19. Why do people laught at them?
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    f. Because they raised the donkey
    g. Because the man put his son on the donkey
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    h. "that will teach you: please all, and you will please none"

THE HISTORY OF JACK AND BEANSTALK

In the day of King Alfred there lived a poor woman. She was a widow and had an only child named Jack, whom she indulged to a fault. The consequence of her blind partiality was that Jack did not pay the least attention to anything she said. His follies were not owing to a bad disposition, but his mother had never checked on him.

The poor woman one day talked with Jack with tears in her eyes. Her distress was great, and for the first time in her life, she had not enough money to purchase even a bit of bread for another day. Nothing now remains to sell but her poor cow. Jack began asking his mother to let him sell the cow in the next village and she at last consented.

As he was going along, Jack met a butcher. The butcher inquired why he was taking the cow from home. Jack replied that he was going to sell it. The butcher held some curious beans in his hat that were of various colors and attracted Jack's notice. The butcher asked what was the price of the cow, offering at the same time all the ebans in his hat for it.

The bargain was struck instantly and the cow exchanged for the beans. Soon after that, Jack hurried home and calling aloud to his mother before he reached the house, thinking to surprise her. When she saw the beans and heard Jack's account, she became very angry. She fiercely kicked the beans away and they flew in all directions with some being scattered in the garden.

The following morning, jack awoke very early and saw something uncommon from the window of his bed-chamber. Quickly, he ran downstairs into the garden, where he soon discovered that some of the beans had taken root and sprung up surprisingly. The stalks were of an immense thickness and had so entwined that they formed a ladder almost like a chain in appearance.

Without thinking twice, he began to climb the beanstalk. Up and up he climbed, until he reached the top. Jack saw a path that led to a big castle. The castle had a huge door and jack pushed with all his strenght to open it. Then he went inside.

Jack looked around in wonder. He was in an enormous room. He saw a huge pile of silver and gold coins. He also saw the biggest table he had ever seen. Next to the table there was a huge chair. The table was covered with lots of delicious looking food. Feeling very hungry, Jack climbed up onto the chair and then onto the table. He started to eat the delicious food.

Suddenly, he heard rumbling noise coming from a corner of the room. Jack looked into the dark corner and realized that the noise was coming from a sleeping giant. He was snoring loudly. Jack was really scared.

Jack quickly jump down from the table and grabbed some coins from the floor. Then he ran as fast as he could and climbed back down the beanstalk.

The next morning, Jack felt brave and climbed up the beanstalk again. This time he saw a goose with two golden eggs next to the sleeping giant.

Jack tiptoed across the room toward the goose. Suddenly, he tripped and fell onto the floor with a crash.

The giant woke up and saw Jack. He was very angry and shouted: "*Fee, fi, fo, fum. I smell the blood of an Englishman. Be he alive or be he dead, i'll grind his bones to make my bread.*"

As Jack ran out the castle he grabbed the goose and then hurried down the beanstalk. He was much faster than the big clumsy giant and quickly reached the ground.

Jack called out,"Help! Help! Mother, quick, bring the axe!" On hearing Jack's cries, his mother came running with the axe. Using all his strenghth Jack chopped down the beanstalk. The beanstalk was down tumbled and so did the giant. The giant laid dead on the ground.

In the end, Jack and his mother were never poor again. They used some of the gold coins to buy another cow. The goose continued to lay golden eggs and they lived happily ever after.

Answer the questions below:

11. Who is the main character in the story?
    b. A butcher   b. Jack   c. Jack's mother   d. The giant
12. Why did Jack's mother want to sell her cow based on the text?
    e. Because she needs money
    f. Because she wants to buy the beans
    g. Because she was poor
    h. Because she has no money to purchase the bread
13. Why did Jack's mother always complain about Jack's behaviour?
    e. Because he was a foolish boy
    f. Because he never pay attention to his mother said
    g. Because he exchange the cow with the beans
    h. Because he sells the cow
14. Why did Jack's mother get angry with Jack?
    e. Because he sold the cow
    f. Because he exchanged the cow with the beans
    g. Because he sold the cow
    h. Because he never pay attention to his mother said
15. What was so special about the beans?
    e. The beans had taken root and sprung up
    f. The beans alive
    g. The beans grew up
    h. The beans were delicious
16. What did Jack do when he saw an enermous beanstalk outside his window?
    c. He climbed it   c. He played with it
    d. He chopped it   d. He showed it to his mother
17. In paragraph 6 line 1, the word "he" refers to?
    c. Mother   c. Jack
    d. The giant   d. The beanstalk
18. Where did the beanstalk lead Jack?
    c. To a big castle   c. To the garden
    d. To a market   d. To the table
19. Who was finally coming from the corner?
    c. A goose   c. A giant
    d. Mother   d. A butcher
20. How was Jack and his mother life after he took the coins and the goose?
    c. Unhappy   c. Rich
    d. Poor   d. Sad

Rabbit and Bear

Once upon a time there lived as neighbors, a bear and a rabbit. The rabbit was a good shot and the bear, being very clumsy,could not use an arrow to a good advantage.

The bear was very unkind to the rabbit. Every morning, the bear would call over to the rabbit and ask the rabbit to take his bow and arrows and come with the bear to the other side of the hill.

The rabbit, fearing to arouse the bear's anger by refusing, consented and went with the bear. The rabbit shot enough buffalo to satisfy the bear's family. Indeed, he shot and killed so many that there was still lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.

However, the bear was so greedy and evil that he didn't allow the rabbit to get any of the meat. The poor rabbit could not even taste the blood from the butchering, as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest boy was very kind to the rabbit. Knowing that the youngest boy was a very hearty eater, the mother bear always gave him an extra largepiece of meat. Instead of eating this extra meat, the youngest bear would take the meat outside and pretend to play ball with it, kicking it toward the rabbit's house, and when he got close to the door he would give the meat such a great kick that it would fly into the rabbit's house. In this way the poor rabbit would get his meal unknown to the papa bear.

http://bos-sulap.blogspot.co.id/2011/07/narrative-text-rabbit-and-bear.html

QUESTIONNAIRE SHEET

Nama   :

Kelas   :

Berilah tanda conteng (√) pada pernyataan-pernyataan berikut ini benar-benar sesuai dengan apa yang anda pikirkan!

Keterangan

SS   : Sangat Setuju

S   : Setuju

TS   : Tidak Setuju

STS   : Sangat Tidak Setuju

NO	PERNYATAAN	SS	S	TS	STS
1	Saya senang belajar reading comprehension dengan menggunakan Collaborative Strategic Reading				
2	Strategi "Preview" yang terdapat dalam Collaborative Strategic Reading memudahkan saya dalam memahami teks reading				
3	Strategi "Click and Clunck" yang terdapat dalam Collaborative Strategic Reading memudahkan saya dalam memahami teks reading				
4	Strategi "Get the Gist" yang terdapat dalam Collaborative Strategic Reading memudahkan saya dalam memahami teks reading				
5	Strategi "Wrap Up" yang terdapat dalam Collaborative Strategic Reading memudahkan saya dalam memahami teks reading				
6	Saya tidak mengalami kesulitan dalam mempraktekkan ke empat tehnik yang terdapat dalam Collaborative Strategic Reading (Preview, Click and Clunck, Get the Gist dan Wrap Up)				
7	Saya menjadi lebih aktif dalam belajar dengan meggunakan tehnik Collaborative Strategic Reading				

8	Metode Collaborative Strategic Reading yang digunakan oleh guru membantu saya dalam belajar reading comprehension				
9	Saya merasa mudah dalam menjawab soal reading comprehension setelah belajar dengan menggunakan Collaborative Strategic Reading				
10	Saya tidak memerlukan waktu cukup lama untuk memahami soal dengan belajar menggunakan Collaborative Strategic Reading				
11	Materi yang diajarkan menjadi mudah karena dipelajari dengan menggunakan Collaborative Strategic Reading				
12	Model pembelajaran Collaborative Strategic Reading technique berpengaruh dalam meningkatkan prestasi belajar saya.				

PLEASE ALL AND YOU WILL PLEASE NONE

A man and his son were once going with their donkey to a market. As they were walking along, a countryman passed them and said: "you fools, what is a donkey for but to ride upon?".

So the man put the boy on the donkey and they went on their way. But soon they passed a group of men, one of whom said: "See that lazy youngster, he lets his father walk while he rides."

So the man had his boy get off, and got on himself. But they hadn't gone far when they passed two women, one of whom said to the other: "Shame on that lazy lout to make his poor little son trudge along."

The man didn't know what to do, but at last he took his boy up before him on the donkey. By this time they had come to the town and the passers-by began to jeer and point at them. The man stopped and asked what they were scoffing at. The men said:"Aren't you ashamed of yourself for overloading that poor donkey of yours-you and your hulking son?"

The man and boy got off and tried to think what to do. They thought and they thought, till at last they cut down a pole, tied the donkey's feet to it, and raised the pole and the donkey to their shoulders. They went along amid the laughter of all who met them till they came to a bridge, when the donkey, getting one of his feet loose, kicked out and caused the boy to drop his end of the pole. In the struggle the donkey fell over the bridge, and so did the man and the boy.

Finally an old man who had followed them said, "That will teach you: please all, and you will please none."

Name : ICHWAL RAMDANA
Class : VIII-II

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Answer the questions below:

1. Where was a man has his boy to get off?
   a. To school   b. To country   ~~c.~~ To market   d. To bridge
2. Who had followed them finally?
   a. An old lady   ~~b.~~ An old man   c. A young lady   d. A countryman
3. Who were involved in the story that not true?
   a. A man   b. An old lady   c. A countryman   d. A man and his son
4. What kind of animal told in the story?
   A dog   . A horse   ~~c.~~ A donkey   . A tiger
5. When did the man ask the boy to ride on the donkey?
   ~~a.~~ After he met a countryman   c. After he passed two women
   b. After he passed a group of men   d. After he passed the passer in the town
6. What happened to them after kick out by donkey?
   a. They ride a donkey   c. They walking along
   b. They met an old man   ~~d.~~ They fell over the bridge
7. What was a group of men said to a man and his son when they passed them?
   a. "you fools, what is a donkey for but to ride upon"
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8. Why did the man have his boy to get off?
   a. Because he wants to ride
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   c. Because the man passed the countryman
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9. Why do people laught at them?
   a. Because they ride a donkey
   b. Because they raised the donkey
   c. Because the man put his son on the donkey
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   c. "Shame on that lazy lout to make his poor little son trudge along"
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   c. Because the man put his son on the donkey
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Post-test

THE HISTORY OF JACK AND BEANSTALK

In the day of King Alfred there lived a poor woman. She was a widow and had an only child named Jack, whom she indulged to a fault. The consequence of her blind partiality was that Jack did not pay the least attention to anything she said. His follies were not owing to a bad disposition, but his mother had never checked on him.

The poor woman one day talked with Jack with tears in her eyes. Her distress was great, and for the first time in her life, she had not enough money to purchase even a bit of bread for another day. Nothing now remains to sell but her poor cow. Jack began asking his mother to let him sell the cow in the next village and she at last consented.

As he was going along, Jack met a butcher. The butcher inquired why he was taking the cow from home. Jack replied that he was going to sell it. The butcher held some curious beans in his hat that were of various colors and attracted Jack's notice. The butcher asked what was the price of the cow, offering at the same time all the ebans in his hat for it.

The bargain was struck instantly and the cow exchanged for the beans. Soon after that, Jack hurried home and calling aloud to his mother before he reached the house, thinking to surprise her. When she saw the beans and heard Jack's account, she became very angry. She fiercely kicked the beans away and they flew in all directions with some being scattered in the garden.

The following morning, jack awoke very early and saw something uncommon from the window of his bed-chamber. Quickly, he ran downstairs into the garden, where he soon discovered that some of the beans had taken root and sprung up surprisingly. The stalks were of an immense thickness and had so entwined that they formed a ladder almost like a chain in appearance.

Without thinking twice, he began to climb the beanstalk. Up and up he climbed, until he reached the top. Jack saw a path that led to a big castle. The castle had a huge door and jack pushed with all his strenght to open it. Then he went inside.

Jack looked around in wonder. He was in an enormous room. He saw a huge pile of silver and gold coins. He also saw the biggest table he had ever seen. Next to the table there was a huge chair. The table was covered with lots of delicious looking food. Feeling very hungry, Jack climbed up onto the chair and then onto the table. He started to eat the delicious food.

Suddenly, he heard rumbling noise coming from a corner of the room. Jack looked into the dark corner and realized that the noise was coming from a sleeping giant. He was snoring loudly. Jack was really scared.

Jack quickly jump down from the table and grabbed some coins from the floor. Then he ran as fast as he could and climbed back down the beanstalk.

The next morning, Jack felt brave and climbed up the beanstalk again. This time he saw a goose with two golden eggs next to the sleeping giant.

Jack tiptoed across the room toward the goose. Suddenly, he tripped and fell onto the floor with a crash.

The giant woke up and saw Jack. He was very angry and shouted: "*Fee, fi, fo, fum.* I smell the blood of an Englishman. Be he alive or be he dead, i'll grind his bones to make my bread."

As Jack ran out the castle he grabbed the goose and then hurried down the beanstalk. He was much faster than the big clumsy giant and quickly reached the ground.

Jack called out,"Help! Help! Mother, quick, bring the axe!" On hearing Jack's cries, his mother came running with the axe. Using all his strenghth Jack chopped down the beanstalk. The beanstalk was down tumbled and so did the giant. The giant laid dead on the ground.

In the end, Jack and his mother were never poor again. They used some of the gold coins to buy another cow. The goose continued to lay golden eggs and they lived happily ever after.

Name : ICHWAL RATY-DAWA
Class : VIII . II

Answer the questions below:

1. Who is the main character in the story?
   a. A butcher   b. Jack   c. Jack's mother   d. The giant

2. Why did Jack's mother want to sell her cow based on the text?
   a. Because she needs money
   b. Because she wants to buy the beans
   c. Because she was poor
   d. Because she has no money to purchase the bread

3. Why did Jack's mother always complain about Jack's behaviour?
   a. Because he was a foolish boy
   b. Because he never pay attention to his mother said
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   d. Because he sells the cow

4. Why did Jack's mother get angry with Jack?
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5. What was so special about the beans?
   a. The beans had taken root and sprung up
   b. The beans alive
   c. The beans grew up
   d. The beans were delicious

6. What did Jack do when he saw an enermous beanstalk outside his window?
   a. He climbed it   c. He played with it
   b. He chopped it   d. He showed it to his mother

7. In paragraph 6 line 1, the word "he" refers to?
   a. Mother   c. Jack
   b. The giant   d. The beanstalk

8. Where did the beanstalk lead Jack?
   a. To a big castle   c. To the garden
   b. To a market   d. To the table

9. Who was finally coming from the corner?
   a. A goose   c. A giant
   b. Mother   d. A butcher

10. How was Jack and his mother life after he took the coins and the goose?
    a. Unhappy   c. Rich
    b. Poor   d. Sad

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In the day of King Alfred there lived a poor woman. She was a widow and had an only child named Jack, whom she indulged to a fault. The consequence of her blind partiality was that Jack did not pay the least attention to anything she said. His follies were not owing to a bad disposition, but his mother had never checked on him.

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In the end, Jack and his mother were never poor again. They used some of the gold coins to buy another cow. The goose continued to lay golden eggs and they lived happily ever after.

Name : Naufal Ramadhan
Class : VIII - 11

Answer the questions below:

1. Who is the main character in the story?
   a. A butcher   b. Jack   c. Jack's mother   d. The giant   60

2. Why did Jack's mother want to sell her cow based on the text?
   a. Because she needs money
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   a. A goose   c. A giant
   b. Mother   d. A butcher

10. How was Jack and his mother life after he took the coins and the goose?
    a. Unhappy   c. Rich
    b. Poor   d. Sad

QUESTIONNAIRE SHEET

Nama : ICHWAL RAMDANA
Kelas : VIII 'I

Berilah tanda conteng (√) pada pernyataan-pernyataan berikut ini benar-benar sesuai dengan apa yang anda pikirkan!

Keterangan

SS : Sangat Setuju
S : Setuju
TS : Tidak Setuju
STS : Sangat Tidak Setuju

NO	PERNYATAAN	SS	S	TS	STS
1	Saya senangbelajar reading comprehension denganmenggunakan Collaborative Strategic Reading		√		
2	Strategi "Preview" yang terdapat dalam CollaborativeStrategic Reading memudahkan saya dalam memahami teks reading		√		
3	Strategi "Click and Clunck" yang terdapat dalam Collaborative Strategic Reading memudahkan saya dalam memahami teks reading			√	
4	Strategi "Get the Gist" yang terdapat dalam Collaborative Strategic Reading memudahkan saya dalam memahami teks reading	√			
5	Strategi "Wrap Up" yang terdapat dalam Collaborative Strategic Reading memudahkan saya dalam memahami teks reading		√		
6	Sayatidakmengalamikesulitandalammempraktekkanke empat tehnik yang terdapat dalam Collaborative Strategic Reading (Preview, Click and Clunck, Get the Gist dan Wrap Up)		√		
7	Sayamenjadilebihaktifdalambelajardenganmeggunakantehnik Collaborative Strategic Reading		√		

8	MetodeCollaborative Strategic Reading yang digunakanoleh guru membantusayadalambelajar reading comprehension		✓		
9	Sayamerasamudahdalammenjawabsoal reading comprehension setelah belajar dengan menggunakan Collaborative Strategic Reading	✓			
10	Sayatidakmemerlukanwaktucukup lama untukmemahamisoal dengan belajar menggunakan Collaborative Strategic Reading			✓	
11	Materi yang diajarkan menjadi mudah karena dipelajari dengan menggunakan Collaborative Strategic Reading		✓		
12	Model pembelajaranCollaborative Strategic Reading technique berpengaruhdalammeningkatkanprestasibelajarsaya.		✓		

QUESTIONNAIRE SHEET

Nama   : Naufal Ramadhan
Kelas   : VIII-11

Berilah tanda conteng (√) pada pernyataan-pernyataan berikut ini benar-benar sesuai dengan apa yang anda pikirkan!

Keterangan

SS   : Sangat Setuju
S   : Setuju
TS   : Tidak Setuju
STS   : Sangat Tidak Setuju

NO	PERNYATAAN	SS	S	TS	STS
1	Saya senangbelajar reading comprehension denganmenggunakan Collaborative Strategic Reading		√		
2	Strategi "Preview" yang terdapat dalam CollaborativeStrategic Reading memudahkan saya dalam memahami teks reading		√		
3	Strategi "Click and Clunck" yang terdapat dalam Collaborative Strategic Reading memudahkan saya dalam memahami teks reading	√			
4	Strategi "Get the Gist" yang terdapat dalam Collaborative Strategic Reading memudahkan saya dalam memahami teks reading		√		
5	Strategi "Wrap Up" yang terdapat dalam Collaborative Strategic Reading memudahkan saya dalam memahami teks reading		√		
6	Sayatidakmengalamikesulitandalammempraktekkanke empat tehnik yang terdapat dalam Collaborative Strategic Reading (Preview, Click and Clunck, Get the Gist dan Wrap Up)			√	
7	Sayamenjadilebihaktifdalambelajardenganmeggunakantehnik Collaborative Strategic Reading		√		

8	MetodeCollaborative Strategic Reading yang digunakanoleh guru membantusayadalambelajar reading comprehension		✓		
9	Sayamerasamudahdalammenjawabsoal reading comprehension setelah belajar dengan menggunakan Collaborative Strategic Reading		✓		
10	Sayatidakmemerlukanwaktucukup lama untukmemahamisoal dengan belajar menggunakan Collaborative Strategic Reading	✓			
11	Materi yang diajarkan menjadi mudah karena dipelajari dengan menggunakan Collaborative Strategic Reading		✓		
12	Model pembelajaranCollaborative Strategic Reading technique berpengaruhdalammeningkatkanprestasibelajarsaya.	✓			

Rabbit and Bear

Once upon a time there lived as neighbors, a bear and a rabbit. The rabbit was a good shot and the bear, being very clumsy, could not use an arrow to a good advantage.

The bear was very unkind to the rabbit. Every morning, the bear would call over to the rabbit and ask the rabbit to take his bow and arrows and come with the bear to the other side of the hill.

The rabbit, fearing to arouse the bear's anger by refusing, consented and went with the bear. The rabbit shot enough buffalo to satisfy the bear's family. Indeed, he shot and killed so many that there was still lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.

However, the bear was so greedy and evil that he didn't allow the rabbit to get any of the meat. The poor rabbit could not even taste the blood from the butchering, as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest boy was very kind to the rabbit. Knowing that the youngest boy was a very hearty eater, the mother bear always gave him an extra largepiece of meat. Instead of eating this extra meat, the youngest bear would take the meat outside and pretend to play ball with it, kicking it toward the rabbit's house, and when he got close to the door he would give the meat such a great kick that it would fly into the rabbit's house. In this way the poor rabbit would get his meal unknown to the papa bear.

http://bos-sulap.blogspot.co.id/2011/07/narrative-text-rabbit-and-bear.html

1. Who was the god shot?
   - a. The rabbit
   - b. The bear
   - c. The youngest bear
   - d. Bear's family

2. Where were the rabbit and bear went every morning?
   - a. Mountain
   - b. Store
   - c. Market
   - d. Home

3. Who asked to take cow and arrow every morning?
   - a. Bear asked rabbit
   - b. Rabbit asked bear
   - c. The youngest child of rabbit asked bear
   - d. The youngest child of bear asked rabbit

4. Did the youngest bear eat the meat?
   - a. Yes, he did
   - b. No, he didn't
   - c. The bear gave it to his mother
   - d. The bear gave it to his father

5. How the rabbit's family got the meat?
   - a. Looking for the meat at the hill
   - b. Shot the buffalo by themself
   - c. Kick by the youngest bear
   - d. Bought it at the market

Nama Anggota = Fahia M.M
Luthfia Balqis
Nurul Maghfira
Sofia
Thifal Humaira
Zahratul Idami

Rabbit and Bear

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AUTOBIOGRAPHY

1. Name : Fitria Arafah
2. Place / Date of Birth : Desa Suka Jaya / March 13th, 1994
3. Sex : Female
4. Religion : Islam
5. Nationality / Ethnicity : Indonesia / Acehnese
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7. Address : Jl. Inspeksi Krueng Aceh, Lambhuk-Banda Aceh
8. Occupation : Student of English Education Department of
   UIN Ar-Raniry
9. Parents
   a. Father's name : H. Bustamam, SKM
   b. Mother's name : Hj. Hadrami, Amd. keb
   c. Father's occupation : Goverment Employee
   d. Mother's occupation : Goverment Employee
   e. Address : Desa Mesjid Gogo, Padang Tiji-Pidie

10. Educational Background
    a. Elementary School : MIN Laweung (1998 – 2004)
    b. Junior High School : MTsS Darul Ulum Banda Aceh (2004 – 2007)
    c. Senior High School : MAS Darul Ulum Kota Banda Aceh (2007 – 2010)
    d. University : UIN Ar-Raniry (2011 – 2016)

Banda Aceh, August 03rd, 2016
Author

Fitria Arafah